

Scenario One – Ambulation

Scenario Overview

The purpose of this simulation is to gain empathy for the adult acute care patient and practice the skill of ambulation.

Scenario Objectives

After completing this scenario, participants will be able to:

- Verbalize and demonstrate empathy for a patient with mobility impairments during ambulation
- Demonstrate ambulating an acute care patient with mobility impairments

Scenario Materials

Activity	Materials	Preparation	Approximate class time
PRE-BRIEF	<ul style="list-style-type: none"> • <i>Ambulation Pre-Brief Student Worksheet</i> • <i>Ambulation Pre-Brief Student Worksheet – Answer Key</i> • <i>Ambulation Scenario Guidelines and Expectations</i> 	<ol style="list-style-type: none"> 1. Print/photocopy <i>Ambulation Pre-Brief Student Worksheet</i> and <i>Ambulation Scenario Guidelines and Expectations</i> (one per participant) 	20 minutes
SCENARIO	<ul style="list-style-type: none"> • <i>Provider's Orders</i> <p>Skills Sim Kit Component:</p> <ul style="list-style-type: none"> • Cervical collar • Sling • Knee immobilizer • Cane <p>Environmental Props:</p> <ul style="list-style-type: none"> • Bed • Hand sanitizer/sink • Gait/Transfer belt • Pillows 	<ol style="list-style-type: none"> 1. Print/photocopy the <i>Provider's Orders</i> (one per participant) 2. Prepare area as stated in the Scenario Setup 	20 minutes
DEBRIEF	<ul style="list-style-type: none"> • <i>Ambulation Debrief Instructor Resource</i> 	<ol style="list-style-type: none"> 1. Optional: Display questions to students on a projector or print/photocopy <i>Ambulation Debrief Instructor Resource</i> 	20 minutes

Scenario Roles

This scenario is designed to simulate the roles of both nurse and patient. If time allows, the scenario may be repeated and the roles may be reversed for optimal learning of empathy and skill. Assign two students to the following roles:

- Patient
- Nurse

Scenario Setup

The setting is an acute care environment. Ensure that there is a sink and/or hand sanitizer by the entrance to the patient's room. Position the patient in a bed with supportive pillows. Help the patient with putting the sling and knee immobilizer on their right side and the cervical collar around their neck. Have a cane and gait/transfer belt in the room.

Patient Description

Name: Mr./Mrs. Ari Dawson (title based on preferred gender of student in patient role)

Age: 29

History of Present Illness: Mr./Mrs. Ari Dawson is a newly admitted patient to the hospital. They were a passenger in a motor vehicle accident. They have a sprained neck, right clavicle fracture, and right patellar fracture.

Scenario One – Ambulation

Pre-Brief

20 minutes

Purpose:

To gain empathy for the adult acute care patient and practice the skill of ambulation.

Materials:

- *Ambulation Pre-Brief Student Worksheet*
- *Ambulation Pre-Brief Student Worksheet – Answer Key*
- *Ambulation Scenario Guidelines and Expectations*

Facilitation Steps:

1. Distribute the *Ambulation Pre-Brief Student Worksheet* to participants prior to the scenario. You can also have them complete the pre-brief independently prior to the day of scenario.
2. Review answers to the *Ambulation Pre-Brief Student Worksheet*.
3. Review the *Ambulation Scenario Guidelines and Expectations* for the scenario.
4. Orient participants to the scenario area and products.
5. Assign the roles designated in the scenario.
6. Set the patient up with the cervical collar, sling, and knee immobilizer. Have the patient lying in a bed.
7. Give the scenario report to both students before beginning scenario.

Name: _____ Class: _____

Ambulation Pre-Brief Student Worksheet

Complete the scenario preparation questions.

1. What is a benefit of ambulation in acute care?
 - a. Promotes flow of oxygen
 - b. Decreases risk of blood clots
 - c. Increases wound healing
 - d. All of the above
2. What percentage of normal neck movement is lost with a soft cervical collar?
 - a. 17%
 - b. 29%
 - c. 52%
 - d. 78%
3. If you were ambulating a patient with a weakness on the right, where should a cane be placed?
 - a. On the right side
 - b. On the left side
 - c. It is the patient's preference
 - d. None of the above, a cane would not be used.
4. How would you instruct a patient to have a two-point gait?
 - a. The cane and the weak foot move forward at the same time, then the strong foot follows
 - b. Move the cane forward, then weak foot, and then strong foot
 - c. The cane and the strong foot move forward at the same time, then the weak foot follows
 - d. Move the cane forward, then strong foot followed by the weak foot

Ambulation Pre-Brief

Student Worksheet – Answer Key

1. What is a benefit of ambulation in acute care?
 - a. Promotes flow of oxygen
 - b. Decreases risk of blood clots
 - c. Increases wound healing
 - d. All of the above**
2. What percentage of normal neck movement is lost with a soft cervical collar?
 - a. 17%**
 - b. 29%
 - c. 52%
 - d. 78%
3. If you were ambulating a patient with a weakness on the right, where should a cane be placed?
 - a. On the right side
 - b. On the left side**
 - c. It is the patient's preference
 - d. None of the above. A cane would not be used.
4. How would you instruct a patient to have a two-point gait?
 - a. The cane and the weak foot move forward at the same time then the strong foot follows**
 - b. Move the cane forward, then weak foot, and then strong foot
 - c. The cane and the strong foot move forward at the same time then the weak foot follows
 - d. Move the cane forward, then strong foot, and then weak foot

Ambulation Scenario

Guidelines and Expectations

(Based on the *INACSL Standards of Best Practice: Professional Integrity*)

When you come to the simulation, please be:

- Organized and prepared
- Accountable for one's role and responsibilities
- Collaborative, supportive, nonintimidating, and respectful
- Able to share expertise and/or experiences in a safe, nonjudgmental manner
- Calm, compassionate, and creating a sense of trust
- Honest, mindful, and sensitive to cultural differences and ethical issues related to the simulation-based experience
- Aware of a safe learning environment

It is important that you follow the standards of practice, principles, and ethics of your profession.

Roles

You will be assigned the role of either the patient or the nurse. As the patient, you are to gain empathy for those with a mobility impairment through the scenario. As the nurse, you are to practice ambulation skills and express empathy to the patient. This includes correct prompting and education.

Confidentiality Agreement

This simulation requires confidentiality of the performances and scenario content. By signing below, I agree to be a participant in this simulation. I understand that the content of this simulation is to be kept confidential to maintain the integrity of the learning experience. I also understand that it is unethical for me to share information in any way regarding student performance with persons outside this simulation.

Name (printed) _____

Signature _____

Scenario One – Ambulation

Scenario

20 minutes

After assigning roles, read the following report to students.

Report: Mr./Mrs. Ari Dawson, 29 years old, is a newly admitted patient to the hospital. They were a passenger in a motor vehicle accident. They have a sprained neck, right clavicle fracture, and right patellar fracture. Mr./Mrs. Dawson has a cervical collar, sling, and knee immobilizer. They can bear partial weight on their right side with a cane. There are orders to ambulate as tolerated twice daily.

Allow students time to gather their thoughts before starting. Remind students not to prompt one another and to stay within their roles. The “patient” is to follow the “nurse’s” directions and may discuss what he/she is feeling. The “nurse” is to assist the “patient” with ambulation.

Note: The scenario should be paused if any real-life safety issue occurs. Once the issue is addressed, the scenario can continue. Roles can be reversed so that both students can experience the simulator.

Scenario Events and Expected Actions:

State	Event	Expected Actions of Patient	Expected Actions of Nurse
One	Introduction	<ul style="list-style-type: none"> Acknowledges nurse States identifiers 	<ul style="list-style-type: none"> Verifies orders Knocks, washes hands Identifies self Explains purpose for presence Identifies patient
Two	Locating wound	<ul style="list-style-type: none"> Follows nurse’s prompts Sits up without using body weight on immobile side 	<ul style="list-style-type: none"> Obtains gait/transfer belt Prompts and assists patient to roll onto side without sling Prompts and assists patient up to sitting position Allows patient to dangle with support Ensures proper footwear Places gait/transfer belt on patient
Three	Ambulation	<ul style="list-style-type: none"> Follows nurse’s prompts Ambulates with simulator on May express feelings or ask questions 	<ul style="list-style-type: none"> Places cane on strong side Instructs patient on how to walk with the cane Ambulates patient while holding onto gait/transfer belt Prompts patient to return to room
Four	Return to bed	<ul style="list-style-type: none"> Follows nurse’s prompts Gives feedback to nurse regarding positioning 	<ul style="list-style-type: none"> Assists and prompts patient to sit on bed Moves cane to the side Removes gait belt and footwear (if needed) Prompts and assists patient to laying position Positions with pillows
Five	Closing	<ul style="list-style-type: none"> May thank nurse 	<ul style="list-style-type: none"> Asks if anything else is needed before leaving Leaves patient safe (call light, rails, etc.) Washes hands before leaving

Provider's Orders

[illegible]

NAME: Ari Dawson

MRN: 8965325

Age: 29 years

Scenario One – Ambulation

Debrief

20 minutes

Purpose:

To reflect on and discuss the scenario experience.

Materials:

- *Ambulation Debrief Instructor Resource*

Facilitation Steps:

1. Review debriefing rules
 - Confidentiality
 - Scenarios are to be kept confidential to maintain the integrity of the learning experience
 - It is unethical to share information in any way regarding student performance with persons outside the scenario
 - Safe space
 - This is a safe, non-discriminatory learning environment for constructive feedback
2. Work through the debriefing questions on the *Ambulation Debrief Instructor Resource* as a group.
3. Praise the students for their efforts.

Ambulation Debrief Instructor Resource

Group Questions

1. Describe the objectives that you were able to achieve.
2. Which objectives were you unable to achieve (if any)?
3. Which objectives did you do well?
4. If you were able to do this again, how would you handle the situation differently?

Patient Questions

1. How did you feel throughout the simulation experience?
2. What part of the simulation was the most challenging?

Nurse Questions

1. How did you feel throughout the simulation experience?
2. What part of the simulation was the most challenging?

Ending Questions

1. What are your main take-away points of this simulation?
2. Is there anything else you would like to discuss?

Scenario One – Ambulation

Sources

Craven, R. F. (2017). *Fundamentals of Nursing: Human Health and Function*. Wolters Kluwer.

International Nursing Association for Clinical Simulation and Learning (2016). *INACSL Standards of Best Practice: Simulation*. Retrieved from <https://www.inacsl.org/inacsl-standards-of-best-practice-simulation/>

Whitcroft, K., Massouh, L., Amirfeyz, R., Bannister, G. (2011). A comparison of neck movement in the soft cervical collar and rigid cervical brace in healthy subjects. *Journal of Manipulative and Physiological Therapeutics*, 34(2), 119-122. <https://doi.org/10.1016/j.jmpt.2010.12.007>